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Fort Hays State University Faculty Senate
Minutes for Regular Meeting on Tuesday, September 2nd, 2003

The meeting was called to order by Faculty Senate President Carol Patrick at 3:35.

1. Approval of Minutes of Prior Meeting

1a. June 2nd, 2003 minutes (see attachment A) and sign in roster (see attachment B). Corrections to the minutes were made. Senator Buffington moved, and Senator Stark seconded. Minutes and roster were approved as corrected.

2a. July 1st, 2003 minutes (see attachment C) and sign in roster (see attachment D). Corrections to the roster were made. Senator Buffington moved, and Senator Trout seconded. Minutes and roster were approved as corrected.

2. Announcements and Information Items (no action required)

2a. Information from the Kansas Board of Regents - President Patrick:

- There was no meeting, however a there was a retreat

2b. Report from the President's Cabinet - President Carol Patrick

- The President's Cabinet did not meet

2c. Standing Committees – President Patrick

- Copies of Standing Committee assignments were distributed
- President Patrick described the methodology of Standing Committee assignments. The primary consideration was assuring adequate representation of every college on committees. Another consideration was the primary and secondary requests of each senator. Each senator is welcome to speak with President Patrick regarding assignments.

2d. Faculty Senate Goals – President Patrick

- President Patrick acknowledged the importance of goal setting for all committees this academic year.
- The Executive Committee has made it a priority to set several goals that were agreed upon in earlier meetings. Various goals were assigned to Standing Committees to be acted upon, including the Executive Committee. These goals are the product of input from the entire campus community. For more information, senators are welcome to discuss these goals with President Patrick.

2e. AQIP report – Chris Crawford

- Chris Crawford described his charge at FHSU as providing more information to faculty, and conduits to solicit input.
- There are three particular areas of focus for AQIP at FHSU: NSSE data, academic partnerships, and systems portfolio.
- NSSE data for a period of two years is available for analysis. Faculty Senate is encouraged to reflect upon a formal process to analyze the data as an organization.
- The goal related to academic partnerships is to look at collaborative relationships outside the campus. It is a challenge to measure the value of

these relationships, but in this manner FHSU is similar to other academic institutions integrating AQIP.

- There has been a tentative timeframe developed towards the utilization of the systems portfolio. A form outlining this timetable and sequence of events was distributed to Faculty Senate. AQIP is not only a process of assessment, but also for improvement. To that end, there is a need to codify the process to help the system run well. Over the next five to six months, data collected over the past three years will be reflected upon. Faculty Senate will have a major contribution in this process, as other faculty members throughout the university. Fort Hays State University will be one of fifteen institutions to utilize the systems portfolio approach.

2f. Presentation regarding the insertion of *Essentials of Personal Finance* into the General Education program, Social and Behavioral Sciences distribution – Provost Lawrence Gould. The following is the text of that presentation:

Essentials of Personal Finance: Moral and Civic Competencies for a 21st Century Society

Presented to Faculty Senate---September 2, 2003

Prefatory

Let me start by begging your indulgence, and asking you to support and participate in a pilot project that I would like to try regarding the course *Essentials of Personal Finance*. I need to beg your indulgence because I intended to speak with you much earlier. Most of you know, however, that my Mother passed away on May 27 after a five-month illness that came on suddenly and forced me to make several trips to Massachusetts and New Hampshire. I missed three Faculty Senate meetings during this period. Speaking with you on this matter is one of the things I let slide. I regret not finding some way to have done this earlier.

I ask your support because I respect the role of the Faculty Senate, and anguished over this approach many months before coming to the realization that another part of my responsibilities is academic oversight and leadership. In this case, the exercise of that leadership is tempered by an important personal consideration. Because I served as dean of A & S for seven years, and the same tenure as chair of the General Education Committee, I would do nothing to intentionally devalue general education or the power of a good liberal arts education. I'm a true believer, as many of you know. Thus, I want your support and participation as a mentoring/advisory body during this pilot project.

After the rejection of the course by a 16-10 vote, I remained uneasy about the prospect of not including the course in the Gen-Ed program for a variety of reasons, none of them having anything to do with role as intern of the COBL. Rather, most of my uneasiness was a result of my perception of the intellectual merits of this finely balanced issue from a liberal arts perspective, some questions about the university process and the constant flow of information coming my way about student shortcomings in the area of personal

financial literacy, or illiteracy if you will. Let me give you some examples of items I considered.

1. The somewhat curious evaluation of the course by the General Education Committee and the subsequent series of very close votes in its sub-committee and the committee of the whole.
 - Confusion of course with an earlier integrative course submitted by ECFI
 - Subcommittee vote of 4-2 to decline with course revisions responding to earlier recommendations
 - Motion to deny course as part of Social and Behavioral Sciences component
 - Recommendation to add it to Foundations are passed w/o consultation
 - Subsequent motion to add the course to S & B area denied 604 following month in Dec., 2001

Some of you may remember things slightly differently, but it's the process as a whole that matters. With people in and out of the process, and confusion on the part of both parties, it's understandable that some unhappiness ensued.

2. Inability of the Department to understand fully the principles of inclusion for coursework under S & B area. Skills vs. Cultural Heritage issue served as a straw man causing dissension and misunderstanding. Part of the culture of capitalism is a culture of risk-taking and entrepreneurship in a positive sense. Students need to understand this part of their heritage throughout their lives. This is not discussed in the course in great depth and juxtapositioned with the negative features of personal financial literacy and the implications for society as a whole. It should be. In addition, I remain concerned that the department does not see the great value of taking the work of Adam Smith, the great proponent of markets and self-interest and explain to students how the infamous "invisible hand" works only when people operate with the rules of a larger society and government regulation. Smith, a moral philosopher, as well as the great architect of much of modern day economics, gave great attention as to how the social environment shaped individual morality in personal economic decision-making. He made a powerful case for government provision of basic economic education for all citizens and embedded it in a vision of moral and civic competencies. What a great way for Essentials of Personal Finance to start out as a course, especially under the Social and Behavioral Sciences division of Gen-Ed. Doug Drabkin alluded to this possibility in some of his comments during the Senate debate. Essentials can never be just a skills course if we truly want it to contribute to education for active and responsible citizenship. I'm eager to work with the department to include such discussion as a part of the course. This could be part of the theory component Fred Brittain suggested be added to the course during the debate. Equally intriguing to me about this whole issue is the fact that in most places Economics is considered a liberal arts discipline. Why wouldn't the course fit here?
3. The Regents constant concern about students as targets of credit card fraud on our campuses and the multi-year pleas they have made for coursework reducing

student financial illiteracy. The Regents passed a credit card solicitation policy last year, but everyone knows that consumer education is the only way to really address the problem. Thus, a course of this type for FHSU would go beyond intellectual and educational contributions and contain an element of political importance.

4. A constant barrage of articles on campus student credit card usage and lack of personal financial literacy in higher ed magazines (e.g. University Business, Green Tree Gazette, Chronicle, etc.). In addition, many of the op-ed pieces have tied this illiteracy into what has happened in the corporate world exclaiming how our students have been ill equipped to deal with the ethics of finance because they can't get their own personal affairs in order.
5. Recent articles and information on how the Securities Exchange Commission and nonprofit organizations were moving ahead on financial investment education and providing summer sessions for high school students. Our own state has the Financial Fitness Foundation in Wichita promoting the basics of financial literacy as a way of preparation of university coursework. This course is another way of tying K-12 with higher education.
6. An August 16, 2002 editorial in the Hays Daily News entitled, "Personal finance education needs to replace credit card solicitation on public campuses." It reiterated the Board of Regent focus on the topic of education for personal financial literacy.
7. The letter to President Hammond by the Student Government Association with an attached resolution requesting reconsideration of the course as part of the general education program. The president forwarded the communication to me in my role as chief academic officer and asked me to think carefully about the request. It is my judgment that the students never demanded the course be included and exercised their advisory role in shared governance in a civil and thoughtful way.
8. A thought on my part that a course of this type could be a tool for retention no matter where it was in the general education curriculum. It is obvious to me that students are more likely to take the course if it can be used for general Ed credit. In addition, EVEN if the course doesn't fit in with the intellectual structure I helped create in the early 1990s for gen-ed, should take part in limiting the opportunity to advance their personal financial literacy by removing the gen-ed incentive? To me, this is a reflection of the illogic of logic. Moreover, we heard from the department they could not staff large sections of the course (if placed in the Foundations area) and would prefer to work with students in smaller classes while fine-tuning the course.

Request

So, what am I requesting?

1. Your support to rename the course “Essentials of Personal Finance: Moral and Civic Competencies for 21st Century Society.” In the spirit of this new name, to work with the department on including the theoretical and philosophical component Fred and Doug requested in the earlier debate. I firmly believe there is an abundance of content that will embed the course discussion on skills in a sociological and political context that can only enhance learning and help students develop a “process of inquiry” about the topic that will last their whole lives.
2. Your support to insert the course in the liberal arts component for a three-year pilot project to be reviewed by Paul Faber and the Gen-Ed Committee like other courses. In the interim, I would ask the Academic Affairs Committee to help me monitor progress in modification of the content of the course over this period of time. If the department cannot make the necessary modifications, it could lose the coursework that initiated the new gen-ed program in 1992.
3. I know this is an unusual request, but I feel so strongly about the value and timeliness of the educational content of the course that I have to do something. I want to do something, however, working with the Faculty Senate. This is my plea for your assistance and support.

3. Reports from Committees

- 3a. Academic Affairs – Martha Holmes
 - Martha Holmes as elected as chair, and Helen Miles as secretary
- 3b. Student Affairs – Robert Howell
 - Robert Howell was elected as chair, and Sue Simms as secretary.
 - There will be an emphasis this year on better communication between the Student Affairs Committee and the Student Faculty Senate.
- 3c. University Affairs – Vice President David Goodlett
 - The committee has an agenda of setting priorities this academic year.
 - The issue of disseminating administrative employment announcements on campus in a more effective manner was discussed
 - The issue of setting a goal towards hiring and retaining more women in administrative positions was discussed.
- 3d. By-Laws and Standing Rules – Neil Patrick
 - Dan Kulmala was elected as chair and Amy Schmeirbach as secretary.
 - Two issues of interest are the election procedures for Faculty Senate officers, and summer Faculty Senate meetings per month.
- 3e. Marketing and Strategic Academic Partnerships – Richard Lisichenko
 - The committee did not meet.
- 3f. Ad hoc Teaching Evaluation Committee – Carol Patrick
 - The committee did not meet.
- 3g. Ad hoc Good Teaching Practices Committee
 - No report
- 3i. Executive Committee – President Carol Patrick

Standing Committee goals for the year were discussed at length.

Reports from Liaisons

- 4a. Instructional Technology Policy Advisory Committee – Gavin Buffington
 - The committee did not meet.
- 4b. International Programming Team – Josephine Squires
 - The committee did meet with Provost Gould to discuss a proposed Interdisciplinary International Studies minor.
- 4c. Virtual College Advisory Committee
 - No report
- 4d. Classified Senate – Tom Martin
 - The committee met, but there is no relevant information to report.
- 4e. AQIP and Institutional Effectiveness Committee – Chris Crawford
 - The committee did not meet.
- 4f. Report from AAUP liaison – Douglas Drabkin
 - The following report was submitted:
 - The AAUP negotiators claim that the Administration negotiators are not bargaining in good faith, that they are issuing take-it-or-leave-it positions, and, disregarding important recommendations of the impartial state-appointed factfinder (who came in when negotiations were into impasse last spring), are firm in their unwillingness to negotiate.

The Administration negotiators, for their part, claim that “there has been a great deal of discussion of ideas and interests, an exchange of information, and [a discussion of] several different proposals.” This, on their view, is sufficient for them to be bargaining in good faith.

Current negotiation topics include salary raises, professional travel allowances, the definition of grievance, and whether violations of tenure procedure should be grievable.

- 4g. Student Government – Robert Howell
 - No report
- 4h. General Education – Martha Holmes
 - The committee did not meet.
- 4i. Faculty and Staff Development Committee – Sandra Thies
 - The committee did not meet.
- 4j. Library Committee – Douglas Drabkin
 - The committee did not meet.
- 4k. Graduate Council – Steve Trout
 - The committee did not meet.
- 4l. Research Environment Task Force – Dean Tom Jackson
 - Dean Jackson noted the commitment of the Task Force towards improving the research environment at FHSU.

- Steve Trout reminded the senate of the opportunity to join the Faculty Research Association.

Old Business

- No old business

New Business

- Discussion regarding the initiative presented by Provost Gould regarding the course *Essentials of Personal Finance* ensued.
- Through the discussion, David Goodlett introduced a motion, seconded by ????. Prior to this final motion Diane Koerner made a motion that it be amended to indicate an October 21 deadline, seconded by Steve Trout.

The motion passed as follows:

- The Faculty Senate reaffirms the importance of faculty peer review in ensuring academic quality in new courses, substantially revised courses, and courses in the General Education program. Therefore, the Faculty Senate refers consideration of *The Essentials of Personal Finance*, as a General Education course in the Social and Behavioral Sciences area, to the Academic Affairs Committee for consideration at its October 21 meeting. It is requested that Provost Gould and/or the Department of Economics and Finance submit the General Education course proposal form, as well as a new course proposal form detailing the substantial revisions to the course, to the Academic Affairs Committee prior to the meeting.
- President Carol Patrick brought up the issue of experimental general education courses, and the issue of review. Respective of this discussion Diane Koerner made the following motion:
 - To request that the General Education Committee review the issue of allowing each college to develop and offer an experimental general education course

The motion was seconded by Vice President Goodlett, and was passed. There were 3 abstentions.

7. Adjournment of Regular Faculty Senate Meeting

Senator Buffington moved to adjourn the meeting, and Senator Trout seconded. The meeting adjourned at 5:18.